



CFC Partner: Western Placer Unified School District (WPUSD)

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Total number of children prenatal to five served: 22

Total family members of children prenatal to five served: 34

MAJOR ACCOMPLISHMENTS:

Strategic Result #1 - Improved Family Functioning: WPUSD has improved family functioning by providing parenting classes twice this past year using the Active Parenting Program curriculum specifically for families with children 0 to 5 years old. The district has also provided mental health counseling for children in the range of 0 to 5 years.

Strategic Result #2 - Improved Child Development: WPUSD offered a six-week summer kindergarten readiness class for children who had never attended preschool. All incoming kindergarten students to the district were required to receive the Ages and Stages Questionnaire. This provided an evaluation to determine a class list for the summer program. At the end of the summer session, students in the class were required to be reevaluated again to ascertain growth from the program. Also, the SMART Outcome (pre and post) was used for program evaluation. The outcome of this program was very successful. Also, community liaisons met with local daycare providers to share information about resources and support available to them by the school district in regards to mental health and other services.

Strategic Result #3 - All Children Are Healthy: WPUSD provided mental health counseling for children 0 to 5 years old. Trained interns met with local childcare providers to share resources and available counseling from community resource center.

Strategic Result #4 - Comprehensive Child and Family Partnership Competencies: Collaborating with Placer County Office of Education Child Care Services a successful workshop was provided to local childcare providers to assist with summer ideas for their program. Also, WPUSD met monthly with the early childhood consortium to share ideas and resources for the first prekindergarten class.

PROGRAM HIGHLIGHTS:

WPUSD had promising results in two of the domains of the county strategic plan.

In the Improved Child Development - Children Learning and Ready for School domain, parents with children participating in the program and the teacher in the district's first prekindergarten summer session class considered the program quite successful. The program provided a high quality preschool learning environment with a developmental assessment for the children in the program.

In developing the prekindergarten program, an early childhood consortium met monthly to collaborate on the program details such as curriculum and evaluation tools. The grant originally called for the program to be planned for the school year, but rather than rush into the program, the consortium and the district decided to plan for a summer session instead.

To prepare for the Ages and Stages Questionnaire the district was going to use for all incoming kindergarten children, a consultant was hired to train the teachers in scoring the screening.

The questionnaire for the appropriate age was attached to the kindergarten packet at each school site. Besides using the questionnaire as part of the determination of which children would be in the class, a stipulation of the grant was to provide children with no previous pre-kindergarten experience an opportunity to attend. The teachers scored the questionnaires and sent a list to the program coordinator to contact parents who would be interested in sending their child to the summer school session. Twenty names were collected and parents were contacted.

While the questionnaires were being collected, two kindergarten teachers were hired and trained in the Foresthill Head Start program "Success by Six." One of the teachers would be the daily teacher and one would assist on occasions when large activities were planned. An instructional aide was also hired to help the teacher.

The program was to service twenty students. Two did not show up at all for the program and when contacted the parents decided not to send their child. One parent pulled out her child about half way through. She felt the program had confirmed her thoughts about her child not being emotionally ready for kindergarten. The seventeen remaining students attended class on a regular basis.

In the prescreening of the twenty students with the Ages and Stages Questionnaire, the class overall showed a weakness in fine motor skills. The post screening revealed one student did not show much growth, while the rest of the class showed significant improvement overall especially in the fine motor skills.

As a result of this summer program for kindergarten readiness, the district is strongly thinking about providing a similar class during the 2003 summer session.

In the domain of Functioning-Strong Families, Prop10 funds provided trained interns to teach a class on parenting skills specifically for parents with children prenatal to five years old. The parenting classes promoted establishing consistent caring relationships between parent and child. There were six adults attending in the fall class of 2001 and eleven parents in the spring class of 2002. The class was offered free of charge, which included an instruction book for the participants. Dinner and free babysitting was also offered. The evaluation at the end of the program by the interns found the parents were very satisfied with the class.

The program curriculum used for the class was Active Parenting. To prepare the interns in presenting the materials, they were trained in early fall 2001 by Placer County Office of Education trainers. In the coming school year 2002-03, a new set of interns will be trained in the parenting program and parenting classes will be offered.

SERVICE INTEGRATION AND COLLABORATION:

Through the collaboration with the early childhood consortium and Placer County Office of Education, WPUUSD has been able to better serve the prenatal through five-year-old children in the community of Lincoln. The early childhood consortium and the district were able to provide a quality summer school program for incoming kindergarten children by meeting their needs discovered through the Ages and Stages Questionnaire, which was a result of the early childhood consortium and the district's monthly meetings. By having a representative from the various childcare providers in the area and from the county office of education, discussions and networking on early childhood assessment, curriculum, and sharing of resources brought about a quality program for future kindergarten students in the Lincoln Community.